

# **Instruction Connections For Teachers of the Deaf and Hard of Hearing:**

*A Crosswalk between  
Kentucky Framework for Teaching  
& CEC Initial Special Education Deaf and Hard of Hearing Standards*

*August 2015*



# Kentucky Instruction Connections for Teachers of the Deaf and Hard of Hearing

## Kentucky Framework for Teaching & A Crosswalk of CEC Initial Special Education Deaf and Hard of Hearing Standards

*This document is NOT a separate Framework; it is only intended to support understanding of effective teaching by Teachers of the Deaf and Hard of Hearing*

### Introduction

#### **Audience:**

Teachers of the Deaf and Hard of Hearing, Evaluators, Directors of Special Education, Principals, Consultants and other stakeholders

#### **Purpose:**

##### ***Teachers of the Deaf and Hard of Hearing:***

This tool was developed to provide clarity of Kentucky Framework for Teaching (KYFFT) for Teachers of the Deaf and Hard of Hearing (DHH). It is a resource to be used in conjunction with KYFFT. The complex role of DHH Teachers requires both compliance and individualized, specially designed instruction for the students they serve. Use of all components of TPGES provides the data necessary for continuous improvement of professional practice when used during self-reflection and planning professional growth experiences to guide work with the Student Growth Goals. DHH teachers are encouraged to use this tool as a basis for discussions with administrators and other DHH teachers to develop a deeper understanding of the roles of DHH teachers and how TPGES components apply to their teaching.

##### ***Administrators:***

Evaluators will collect evidence as described during TeachScape training, and then use this tool, along with professional judgment, when assigning the evidence to a Domain/Component and Performance Level. By merging the Kentucky Framework for Teaching (KyFFT) and the Council for Exceptional Children (CEC) Initial Special Education Deaf and Hard of Hearing Standards into one document, the performance of DHH Teachers can be more accurately evaluated. This tool might also provide guidance in coaching a DHH Teacher to become more effective. Performance Level indicators and Observables are not inclusive of ALL possible situations that may be observed in various DHH special education settings.

#### ***Possible Uses:***

Teachers of the Deaf and Hard of Hearing	Administrators
<ul style="list-style-type: none"><li>• Use the Question section to guide Self-Reflection</li><li>• Provide guidance for developing Professional Growth Plan</li><li>• Support DHH Teachers moving from compliance only to effective instruction through use of CEC Standards</li><li>• Use the Accomplished Performance Level Indicators to understand the complex role of a professional DHH Teacher</li></ul>	<ul style="list-style-type: none"><li>• Use the Question section to facilitate pre-/post-conferences</li><li>• Use the Artifacts described in Domains 1 and 4 to learn more about compliance requirements for special education</li><li>• Use the Observables described in Domains 2 and 3 to better understand the complex role of the DHH Teacher</li><li>• Use this tool to recognize the discipline of DHH Teachers as Exceptional Learners in order to close the gap</li></ul>

**Important Notes:**

Whenever the terms 'teacher' and 'student' are used throughout this document, they specifically refer to 'teacher of the deaf and hard of hearing' and 'student who is deaf or hard of hearing'. Any reference to other teachers and students will be specifically mentioned (i.e. general education teachers and hearing students).

The DHH Special Considerations rubrics, Observables and Artifacts included in this document are examples only and are not meant to represent the full range of roles and functions that DHH teachers may provide. Discussion of the included examples may help the administrator and DHH teacher facilitate meaningful conversations. The Observables columns may be used to help facilitate discussions about what types of behaviors may be observed in certain settings.

The Guiding Questions provided at the end of each sub-domain are to serve as conversation starters. As the DHH teacher and administrator participate in pre- and post-observation conferences, these questions can be used to discuss how the KyFFT applies to DHH teachers. These questions should lead you to other follow up questions.

It is important that DHH teachers understand their role in educating their administrators on the application of the KyFFT to their specialty area. Since DHH education is unique, collaboration between the DHH teacher and administrator will lead to the most appropriate applicability of the KyFFT to the DHH profession. This document should be used as a catalyst for discussion.

There may be some confusion as to why certain elements are included in specific locations of the DHH connections that may appear to conflict with the KyFFT. For example, a Special Consideration for 2D (Managing Student Behavior) includes language and cultural differences. Even though culture may seem inappropriate here, there are distinct cultural differences between Hearing and Deaf cultures which, if unaware, could impact behavioral management in a classroom.

**Definitions:**

The following definitions are provided to understand the labeling of the Observables columns. They are not legal definitions but ones to provide a context for the different environments in which DHH teachers work.

**individual resource:** providing Specially Designed Instruction to DHH students individually in a separate room

**co-teaching:** two teachers share responsibility for the students; teachers plan and deliver instruction together

**group resource:** providing Specially Designed Instruction to a group of DHH students in a separate room, either a DHH classroom or resource room. DHH students leave their general education class for a designated time period

**self-contained:** providing Specially Designed Instruction and all academic content to a group of DHH students in a separate DHH classroom. Students may be mainstreamed for special area classes

**DHH school:** providing Specially Designed Instruction and all academic content in a special school specifically for DHH students

**Development:**

Teachers of the Deaf and Hard of Hearing, at the request of KDE, formed a TPGES Task Group focused on the application of the KyFfT to DHH Teachers. This document was created by that group to support the professional growth and effectiveness of DHH Teachers. Even though there may be additions or clarifications to this document, it is based on two vetted, respected documents (KyFfT and CEC Initial Special Education Deaf and Hard of Hearing Standards); therefore, it is an accepted source of assistance when working with DHH teachers as presented.

**Teachers of the Deaf and Hard of Hearing TPGES Task Group Members and Contributors to Instruction Connections:**

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Todd Davis	Kentucky Department of Education
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**Credits:**

Some of the rubric examples and guiding questions were adapted from “Possible Examples of How the Framework For Teaching Could Apply to Teachers of Students Who Are Deaf or Hard of Hearing” and “Possible Guiding Questions: Conversations Between Principals and Teachers”. Permission was granted from the Pennsylvania Department of Education to use these documents. They can be found at <http://www.pdesas.org/Instruction/Frameworks>.

The Kentucky document, "Instruction Connections for Special Educators", was used in the development of the DHH connections document. The layout and some of the wording were taken directly from this in order to have cohesiveness across special education.

Blue banner indicates the source is the KY Framework for Teaching  
Yellow Banner indicates this is specific to Teachers of the Deaf and Hard of Hearing

Teachers & Administrators:

KYFFt Domain and Component

FFt Domain: Component		CEC Standards (General and DHH specific)			
<b>Domain 2B - Establishing a Culture for Learning</b> <ul style="list-style-type: none"><li>Importance of the Content and Learning</li><li>Expectations for Learning and Achievement</li><li>Student Pride in Work</li></ul>		<ul style="list-style-type: none"><li>ISCI 2 K1 - Demands of learning environments</li><li>ISCI 2 S4 - Design learning environments that encourage active participation individual and group activities</li><li>ISCI 2 S9 - Create an environment that encourages self-advocacy and increased independence</li><li>ISCI 5 S13 - Use strategies to facilitate integration into various settings</li><li>DHH 5 S1 - Apply strategies to facilitate cognitive and communicative development.</li><li>DHH 5 S3 - Facilitate independent communication in all contexts.</li><li>DHH 5 S4 - Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.</li><li>DHH 5 S5 - Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.</li><li>DHH 5 S6 - Develop successful inclusion experiences.</li><li>DHH 5 S7 - Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.</li><li>DHH 5 S8 - Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.</li><li>DHH 5 S9 - Apply first and second language teaching strategies to the instruction of the individual.</li><li>DHH 5 S10 - Provide balance among explicit instruction, guided instruction, peer learning, and reflection.</li></ul>			
2B Kentucky Framework for Teaching Performance Indicators					
Ineffective	Developing	Accomplished	Exemplary		
<ul style="list-style-type: none"><li>The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</li><li>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students</li></ul>	<ul style="list-style-type: none"><li>The classroom culture is characterized by little commitment to learning by teacher or students.</li><li>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</li><li>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</li></ul>	<ul style="list-style-type: none"><li>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</li><li>The teacher conveys that with hard work students can be successful.</li><li>Students understand their role as learners and consistently expend effort to learn.</li><li>Classroom interactions support learning and hard work.</li></ul>	<ul style="list-style-type: none"><li>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</li><li>The teacher conveys high expectations for learning by all students and insists on hard work.</li><li>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</li></ul>		

CEC Standards aligned to the KYFFt Domain & Component.

Teachers:  
Use resource to develop self-reflection & PGP

Administrators:  
Use resources to increase knowledge of component for DHH education

Single Word Performance Level Indicator used for self-reflection and evaluation

Included from the KYFFt to remind us this document is NOT a replacement, but rather a supplement for DHH teachers.

Administrators & Teachers: Connect to the Kentucky Framework for Teaching to assign evidence to a Domain and Component.

Considerations combine KYffT and CEC DHH Standards to clarify the Performance Level Indicator

Teachers: Use these for reflection of practice, self-advocacy during conferencing cycle

Administrators: Use to support professional conversations in order to rate evidence.

2B DHH Special Considerations (Possible Examples)			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher conveys to some students that the work is too challenging for them; the teacher accepts incorrect or vague use of language without supportive feedback. The teacher drives all interactions and does not promote quality student collaborations; the interactions are superficial or non-constructive.</li> <li>The teacher shows a lack of commitment to challenging students to achieve as hearing peers can. The teacher has low expectations for her students because of their hearing loss.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently promotes a classroom environment for effective communication among students. There is some evidence of students supporting their own and peers' learning through discussion and dialogue (students provide signs to each other, fingerspell a word for a peer, proofread each other's work, oral student will interpret for a peer, assist a peer with communication repair). The teacher provides limited support for the use of precise language.</li> <li>The teacher sometimes conveys to students that they have the ability to learn and achieve just as their hearing peers. The teacher attempts to have high expectations for all students but is inconsistent in practice.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher engineers classroom contexts that demonstrate a high regard for effective quality interactions between students, regardless of the communication modes and/or levels of communication ability. The teacher uses tier II and tier III vocabulary and content discussions that expand student thinking and expression. Students support their own and peers' learning through discussion and dialogue (students provide signs to each other, fingerspell a word for a peer, proofread each other's work, oral student will interpret for a peer, assist a peer with communication repair).</li> <li>The teacher conveys to students that they have the ability to learn and achieve just as their hearing peers. The teacher maintains high expectations for all students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates a community of learners among students in which students assist classmates in understanding vocabulary, language, complex ideas, and content. The teacher provides leadership to colleagues in effective strategies that promote critical thinking and interactions among students.</li> <li>In addition to Accomplished, students assume the responsibility of high quality work</li> </ul>

2B Observables (Possible Examples for this Component)					
All Observables may not be seen during an observation      SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school					
Observables	I	C	G	S	D
Expects students to communicate in complete thoughts instead of one word/sign answers and models this for students when necessary.					
Uses sandwiching techniques to incorporate fingerspelling of Tier II and Tier III vocabulary in order to increase students' learning of academic language					
Provides consultation to general education teachers on holding high expectations for DHH student learning while accommodating for individual needs					
Facilitates student's skill development in self-monitoring learning and behaviors					
Uses bilingual strategies/methods during instructions to ensure students are progressing in both ASL and English					
Models and repairs student's English or ASL grammar use and/or pronunciation in order to enhance interactions and learning of content					
Demonstrates high expectations for all DHH student learning while differentiating for individual needs					

Questions to guide pre/post-conference and self-reflection

2B Possible Guiding Questions
<ul style="list-style-type: none"> <li>How do you promote student ownership of the learning process and communication access?</li> <li>How do you demonstrate and communicate high expectations for students in their learning?</li> <li>How do you recognize effort and that with effort and hard work students can be successful?</li> </ul>

Artifact or the observable behavior to support the Domain and Component

***Domain 1***  
***Planning & Preparation***

***Domain 4***  
***Professional***  
***Responsibilities***



***Domain 2***  
***Classroom***  
***Environment***

***Domain 3***  
***Instruction***

FfT Domain: Component	CEC Standards (General and DHH specific)
<p><b>Domain 2A - Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Teacher Interaction with Students, including both words and actions.</li> <li>• Student Interactions with One Another, including both words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ISCI 2 K4</b> - Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities</li> <li>• <b>ISCI 2 K5</b> - Social skills needed for educational and other environments</li> <li>• <b>ISCI 2 K7</b> - Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world</li> <li>• <b>ISCI 2 K8</b> - Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage</li> <li>• <b>ISCI 2 K9</b> - Ways cultures are negatively stereotyped</li> <li>• <b>ISCI 2 K10</b> - Strategies used by diverse populations to cope with a legacy of former and continuing racism</li> <li>• <b>ISCI 2 S1</b> - Create a safe, equitable, positive, and supportive learning environment in which diversities are valued</li> <li>• <b>ISCI 2 S7</b> - Establish and maintain rapport with individuals with and without exceptionalities</li> <li>• <b>ISCI 2 S8</b> - Teach self-advocacy</li> <li>• <b>ISCI 2 S13</b> - Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences</li> <li>• <b>ISCI 2 S14</b> - Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person</li> <li>• <b>ISCI 6 K12</b> - Importance of the teacher serving as model for individuals with exceptionalities</li>   <li>• <b>DHH 1 K2</b> - Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing.</li> <li>• <b>DHH 1 K4</b> - Influence of cultural identity and language on all developmental domains.</li> <li>• <b>DHH 2 K1</b> - Influence of family communication and culture on all developmental domains.</li> <li>• <b>DHH 2 S1</b> - Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.</li> <li>• <b>DHH 5 S6</b> - Develop successful inclusion experiences.</li> <li>• <b>DHH 6 K2</b> - Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.</li> </ul>



## 2A Kentucky Framework for Teaching Performance Indicators

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</li> <li>Teacher does not deal with disrespectful behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</li> <li>Students rarely demonstrate disrespect for one another.</li> <li>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</b></li> <li><b>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</b></li> <li><b>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</b></li> </ul>	<ul style="list-style-type: none"> <li>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</li> <li>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</li> </ul>

## 2A DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher does not encourage communication choices, instead determines the communication structure of the class. If a child talks, the teacher will not interpret into sign language for the other students. Students display disrespectful behavior toward peer's amplification devices. The teacher makes no attempts to correct the student behavior.</li> <li>The teacher does not initiate or implement activities designed to promote an understanding of hearing loss or a culture of acceptance.</li> <li>When other professionals or visitors are in the classroom where there are DHH students, the teacher does not sign. The teacher does not advocate any communication between students and others.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sometimes encourages communication choices, but mostly determines the communication structure of the class. If a child talks, the teacher does not always interpret into sign language for the other students. Students make minor negative comments regarding peer's amplification devices. The teacher makes some attempts to correct the student behavior.</li> <li>The teacher has access to information on topics related to hearing loss (assistive listening devices, accommodations and modifications, mode of communication, first/second language acquisition, interpreting, Deaf culture, common misperceptions), and shares the information when specifically requested by a colleague.</li> <li>When professionals or visitors are in the classroom where there are DHH students, the teacher generally signs. The teacher inconsistently advocates or facilitates communication between the students and others.</li> </ul>	<ul style="list-style-type: none"> <li><b>The teacher encourages students to make communication choices to suit their needs within each environment. The teacher models the importance of equal access to communication for all students. For example, she may interpret into sign language for other classmates if a student chooses to talk. The teacher encourages healthy discussions among students about the respect of diverse amplification uses, especially when a student receives new hearing aids or a cochlear implant. The teacher's classroom culture allows all students to feel they merely hear and communicate differently, rather than that they are disabled.</b></li> <li><b>The teacher designs and presents information on topics related to hearing loss (assistive listening devices, accommodations and modifications, mode of communication, first/second language acquisition, interpreting, Deaf culture, common misperceptions) to the general education staff and students in order to create positive classroom environments.</b></li> <li><b>When professionals or visitors are in the classroom where there are DHH students, the teacher consistently signs and serves as an advocate for the student and the visitors by promoting direct interaction between the two parties (through prompting to face the student who is attempting to speechread, or signing for someone who does not know how to sign).</b></li> </ul>	<ul style="list-style-type: none"> <li>Students are empowered to self-select communication choices in each environment and demonstrates awareness of peer inclusion. For example, the student may choose to communicate using voice and then follow that with sign language for the benefit of his signing peers. Students exhibit mutual respect for their peers' communication choices and amplification devices.</li> <li>The teacher takes the initiative to educate the school community about hearing loss (assistive listening devices, accommodations and modifications, mode of communication, first/second language acquisition, interpreting, Deaf culture, common misperceptions) to promote acceptance and positive interactions. Students are also involved in educating the school community about hearing loss.</li> <li>When professionals or visitors are in the classroom where there are DHH students, the teacher encourages the students to be responsible for their own communication needs. The student(s) identify effective strategies and advocates for how those communication needs can be met.</li> </ul>

## 2A Observables (Possible Examples for this Component)

All Observables may not be seen during an observation

SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Establishes a classroom culture that respects all students' communication choices and amplification uses.					
Respects students' communication choices to speak and/or sign in different settings					
Demonstrates respect of Deaf cultural norms by modeling and teaching them to the students in the classroom					
Ensures that all students are attending to the person talking/signing (either adults or students)					
Models proper communication turn taking techniques					
Ensures that all DHH students have equal access to the message of teachers, staff, and their peers.					
Provides consultation to general education teachers on hearing loss, amplification, and accommodations/modifications to the classroom environment					
Teaches general education students about hearing loss, Deaf culture, amplification, modes of communication, etc.					
Uses teachable moments to incorporate social skills instruction					
Ensures that all DHH students have equal access to school information (i.e. announcements, extracurricular activities, and school functions)					

## 2A Possible Guiding Questions

- In light of varying communication modes among your students and/or staff, how do you model respectful behavior?
- How do you promote a respectful interaction between students and between teachers and students?

FfT Domain: Component	CEC Standards (General and DHH specific)			
<p><b>Domain 2B - Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"><li>• Importance of the Content and Learning</li><li>• Expectations for Learning and Achievement</li><li>• Student Pride in Work</li></ul>	<ul style="list-style-type: none"><li>• ISCI 2 K1 - Demands of learning environments</li><li>• ISCI 2 S4 - Design learning environments that encourage active participation individual and group activities</li><li>• ISCI 2 S9 - Create an environment that encourages self-advocacy and increased independence</li><li>• ISCI 5 S13 - Use strategies to facilitate integration into various settings</li><li>• DHH 5 S1 - Apply strategies to facilitate cognitive and communicative development.</li><li>• DHH 5 S3 - Facilitate independent communication in all contexts.</li><li>• DHH 5 S4 - Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.</li><li>• DHH 5 S5 - Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.</li><li>• DHH 5 S6 - Develop successful inclusion experiences.</li><li>• DHH 5 S7 - Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.</li><li>• DHH 5 S8 - Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.</li><li>• DHH 5 S9 - Apply first and second language teaching strategies to the instruction of the individual.</li><li>• DHH 5 S10 - Provide balance among explicit instruction, guided instruction, peer learning, and reflection.</li></ul>			
2B Kentucky Framework for Teaching Performance Indicators				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"><li>• The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</li><li>• Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students</li></ul>	<ul style="list-style-type: none"><li>• The classroom culture is characterized by little commitment to learning by teacher or students.</li><li>• The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</li><li>• The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</li></ul>	<ul style="list-style-type: none"><li>• <b>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</b></li><li>• <b>The teacher conveys that with hard work students can be successful.</b></li><li>• <b>Students understand their role as learners and consistently expend effort to learn.</b></li><li>• <b>Classroom interactions support learning and hard work.</b></li></ul>	<ul style="list-style-type: none"><li>• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</li><li>• The teacher conveys high expectations for learning by all students and insists on hard work.</li><li>• Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</li></ul>	

## 2B DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher conveys to some students that the work is too challenging for them; the teacher accepts incorrect or vague use of language without supportive feedback. The teacher drives all interactions and does not promote quality student collaborations; the interactions are superficial or non-constructive.</li> <li>The teacher shows a lack of commitment to challenging students to achieve as hearing peers can. The teacher has low expectations for her students because of their hearing loss.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently promotes a classroom environment for effective communication among students. There is some evidence of students supporting their own and peers' learning through discussion and dialogue (students provide signs to each other, fingerspell a word for a peer, proofread each other's work, oral student will interpret for a peer, assist a peer with communication repair). The teacher provides limited support for the use of precise language.</li> <li>The teacher sometimes conveys to students that they have the ability to learn and achieve just as their hearing peers. The teacher attempts to have high expectations for all students but is inconsistent in practice.</li> </ul>	<ul style="list-style-type: none"> <li><b>The teacher engineers classroom contexts that demonstrate a high regard for effective quality interactions between students, regardless of the communication modes and/or levels of communication ability. The teacher uses tier II and tier III vocabulary and content discussions that expand student thinking and expression. Students support their own and peers' learning through discussion and dialogue (students provide signs to each other, fingerspell a word for a peer, proofread each other's work, oral student will interpret for a peer, assist a peer with communication repair).</b></li> <li><b>The teacher conveys to students that they have the ability to learn and achieve just as their hearing peers. The teacher maintains high expectations for all students.</b></li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates a community of learners among students in which students assist classmates in understanding vocabulary, language, complex ideas, and content. The teacher provides leadership to colleagues in effective strategies that promote critical thinking and interactions among students.</li> <li>In addition to Accomplished, students assume the responsibility of high quality work</li> </ul>

## 2B Observables (Possible Examples for this Component)

All Observables may not be seen during an observation

SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Expects students to communicate in complete thoughts instead of one word/sign answers and models this for students when necessary.					
Uses sandwiching techniques to incorporate fingerspelling of Tier II and Tier III vocabulary in order to increase students' learning of academic language					
Provides consultation to general education teachers on holding high expectations for DHH student learning while accommodating for individual needs					
Facilitates student's skill development in self-monitoring learning and behaviors					
Uses bilingual strategies/methods during instructions to ensure students are progressing in both ASL and English					
Models and repairs student's English or ASL grammar use and/or pronunciation in order to enhance interactions and learning of content					
Demonstrates high expectations for all DHH student learning while differentiating for individual needs					

## 2B Possible Guiding Questions

- How do you promote student ownership of the learning process and communication access?
- How do you demonstrate and communicate high expectations for students in their learning?
- How do you recognize effort and that with effort and hard work students can be successful?

FfT Domain: Component	CEC Standards (General and DHH specific)			
<b>Domain 2C - Managing Classroom Procedures</b>  <ul style="list-style-type: none"><li>• Management of Instructional Groups</li><li>• Management of Transitions</li><li>• Management of Materials and Supplies</li><li>• Performance of Non-Instructional Duties</li></ul>	<ul style="list-style-type: none"><li>• <b>ISCI 2 K3</b> - Effective management of teaching and learning</li><li>• <b>ISCI 2 S12</b> - Design and manage daily routines</li><li>• <b>ISCI 2 S15</b> - Structure, direct, and support the activities of para-educators, volunteers, and tutors</li><li>• <b>ISCI 5 S9</b> - Prepare and organize materials to implement daily lesson plans</li><li>• <b>ISCI 5 S10</b> - Use instructional time effectively</li><li>• <b>ISCI 5 S18</b> - Use strategies that promote successful transitions for individuals with exceptionalities</li><li>• <b>ISCI 7 S11</b> - Observe, evaluate, and provide feedback to para-educator</li> <li>• <b>DHH 2 S3</b> - Prepare individuals who are deaf or hard of hearing to use interpreters.</li><li>• <b>DHH 2 S4</b> - Manage assistive technology for individuals who are deaf or hard of hearing.</li><li>• <b>DHH 3 S1</b> - Plan and implement transitions across service continuums.</li></ul>			
2C Kentucky Framework for Teaching Performance Indicators				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"><li>• Much instructional time is lost through inefficient classroom routines and procedures.</li><li>• There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively.</li><li>• There is little evidence that students know or follow established routines.</li></ul>	<ul style="list-style-type: none"><li>• Some instructional time is lost through only partially effective classroom routines and procedures.</li><li>• The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</li><li>• With regular guidance and prompting, students follow established routines.</li></ul>	<ul style="list-style-type: none"><li>• <b>There is little loss of instructional time because of effective classroom routines and procedures.</b></li><li>• <b>The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.</b></li><li>• <b>With minimal guidance and prompting students follow established classroom routines.</b></li></ul>	<ul style="list-style-type: none"><li>• Instructional time is maximized because of efficient routine and procedures.</li><li>• Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</li><li>• Routines are well understood and may be initiated by students.</li></ul>	

## 2C DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher is managing all aspects of the students' assistive listening equipment. There is little evidence of students' knowledge, skills, and/or that routines are established.</li> <li>There is no established method of gaining students' attention which results in lost instructional time and distractions. No consideration is made for individual student needs or preferences.</li> <li>The teacher does not coordinate with the local testing coordinator and/or educational interpreter to ensure testing accommodations are in compliance with state guidelines and the student's IEP (extended time, assistive listening devices, reader, scribe, etc).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher must prompt students frequently to utilize their assistive listening equipment and /or manage the equipment. Instructional time is lost due to problems with equipment (lost, misplaced, not paired with FM system, dead batteries without replacements...). There is inconsistency regarding the application of routines.</li> <li>There are inconsistent methods of gaining students' attention which results in lost instructional time and distractions. Some consideration is made to incorporate the student's individual needs and preferences.</li> <li>The teacher sometimes coordinates with the local testing coordinator and/or educational interpreter to ensure testing accommodations are in compliance with state guidelines and the student's IEP (extended time, assistive listening devices, reader, scribe, etc).</li> </ul>	<ul style="list-style-type: none"> <li><b>The teacher encourages students' independence with management of their assistive listening equipment (FM system, hearing aids, microphones, sound field systems...) with minimal loss of instructional time. Routines are clearly developed and followed.</b></li> <li><b>A clear visual and/or auditory signal has been established to gain students' attention for instruction, transitions, announcements, and/or emergencies. (flashing room light, timing device on interactive whiteboard, hand raised...) Students' individual needs and preferences are considered.</b></li> <li><b>The teacher coordinates with the local testing coordinator and/or educational interpreter to ensure allowable testing accommodations are in compliance with state guidelines and the student's IEP (extended time, assistive listening devices, reader, scribe, etc.). The teacher ensures that the accommodations are used on a regular basis throughout the school year during instruction.</b></li> </ul>	<ul style="list-style-type: none"> <li>The students demonstrate independence with management of assistive listening equipment (FM system, hearing aids, microphones, sound field systems...), so that instructional time is not lost. Students problem solve before asking for teacher support. Example: Students enter the classroom and engage in learning by operating their own assistive listening equipment. Students who encounter difficulty help each other quietly without interrupting instruction.</li> <li>The students participate in determining the signals used to gain attention. They are able to advocate for this independently in all settings.</li> <li>In addition to Accomplished, the teacher serves as a model to others in the field to ensure that accommodations are in compliance with state guidelines and the student's IEP. The teacher consistently participates in professional development activities related to new and/or updated assessments.</li> </ul>



## 2C Observables (Possible Examples for this Component)

All Observables may not be seen during an observation

SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Eliminates distractions for the students to ensure optimal attention to the task (i.e., other people in view, unnecessary objects in students' hands or on desks, noise from chairs moving around, etc.)					
Ensures that all students have visual access to the other students and to the visual presentation					
Posts a schedule of the daily routine that includes written English and/or pictures for student access					
Establishes routines for Daily Listening Checks					
Establishes appropriate levels of student independence in maintenance of personal listening equipment					
Provides consultation to general education teacher(s) on how to make classroom procedures more accessible to DHH students, such as writing assignments on the board or peer assistance.					
Provides additional support for those students who may need extra help to follow classroom routines and procedures (i.e., picture schedules, verbal/physical prompts, peer assistance, etc.)					
Provides para-educators, volunteers, interpreters and tutors a schedule, and/or a list of duties and expectations for working with the students (general, weekly, daily)					
Communicates and interacts with the para-educator before, during and after the lesson					
Uses a consistent and effective method of gaining student attention for instruction or transition (hand signal, flashing the lights, visual timer, etc.)					
Meets with the general education teacher(s) and support staff (educational interpreters, paraprofessionals, volunteers, and related service providers) to discuss roles and responsibilities					
Ensures that testing accommodations are in compliance with state guidelines and the students' IEPs					
Ensures that students use individual checklists of accommodation options throughout the school year and assists students in developing a self-advocacy routine in asking for accommodations					

## 2C Possible Guiding Questions

- What routines have you established for your classroom or in the general education classroom that are unique for your DHH students that maximize learning time?
- How do you support DHH students to participate in instructional groups?

FfT Domain: Component	CEC Standards (General and DHH specific)			
<p><b>Domain 2D - Managing Student Behavior</b></p> <ul style="list-style-type: none"><li>• Expectations</li><li>• Monitoring of Student Behavior</li><li>• Response to Student Misbehavior</li></ul>	<ul style="list-style-type: none"><li>• <b>ISCI 2 K2</b> - Basic classroom management theories and strategies for individuals with exceptionalities</li><li>• <b>ISCI 2 K5</b> - Social skills needed for educational and other environments</li><li>• <b>ISCI 2 K6</b> - Strategies for crisis prevention and intervention</li><li>• <b>ISCI 2 S2</b> - Identify realistic expectations for personal and social behavior in various settings</li><li>• <b>ISCI 2 S5</b> - Modify the learning environment to manage behaviors</li><li>• <b>ISCI 2 S10</b> - Use effective and varied behavior management strategies</li><li>• <b>ISCI 2 S11</b> - Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities</li><li>• <b>ISCI 5 S3</b> - Use functional assessments to develop intervention plans</li><li>• <b>ISCI 5 S12</b> - Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions</li><li>• <b>ISCI 5 S17</b> - Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem</li><li>• <b>DHH 1 K4</b> - Influence of cultural identity and language on all developmental domains.</li><li>• <b>DHH 5 S5</b> - Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.</li><li>• <b>DHH 5 S6</b> - Develop successful inclusion experiences.</li></ul>			
2D Kentucky Framework for Teaching Performance Indicators				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"><li>• There appears to be no established standards of conduct and little or no teacher monitoring of student behavior.</li><li>• Students challenge the standards of conduct.</li><li>• Response to students’ misbehavior is repressive or disrespectful of student dignity</li></ul>	<ul style="list-style-type: none"><li>• Standards of conduct appear to have been established, but their implementation is inconsistent.</li><li>• Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</li><li>• There is inconsistent implementation of the standards of conduct.</li></ul>	<ul style="list-style-type: none"><li>• <b>Student behavior is generally appropriate.</b></li><li>• <b>The teacher monitors student behavior against established standards of conduct.</b></li><li>• <b>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</b></li></ul>	<ul style="list-style-type: none"><li>• Student behavior is entirely appropriate.</li><li>• Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</li><li>• Teachers’ monitoring of student behavior is subtle and preventative.</li><li>• Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</li></ul>	

## 2D DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher may have some behavioral expectations but ineffectively communicates and implements them. These expectations do not include cultural and language differences. The teacher does not adjust explanations to meet the students' age or language needs. The teacher includes limited visual (written, pictorial and sign picture) representations of the expectations in the classroom for all to see.</li> <li>The teacher has no knowledge of how student behavior may be impacted by language and/or cultural differences (ASL/ English, hearing/Deaf culture). The teacher's responses are punitive and disrespectful of student's language and/or culture.</li> <li>When a student misbehaves, the teacher uses only one technique to explain to the student the rule(s) that have been broken and any subsequent consequences. The teacher does not check to determine if the student understands the explanation</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has behavioral expectations but does not always communicate or administer them effectively. These expectations may include cultural and language differences; the no talking rule in class includes not communicating in sign language. The teacher tries to explain these in an age and language appropriate manner. The teacher is inconsistent in her use of visual (written, pictorial and sign picture) representations of the expectations in the classroom for all to see.</li> <li>The teacher misses opportunities to intervene and relate student behavior to language and/or cultural differences (ASL/ English, hearing/Deaf culture) to general education teacher and staff. Example: The student misunderstood a gesture or spoken word and was punished for an inappropriate response.</li> <li>When a student misbehaves, the teacher uses a few techniques (ex. simplifying language, using matter-of-fact language and facial expressions, writing, drawing, and acting out the behaviors and the consequences) to ensure the student comprehends the rule(s) that have been broken and any subsequent consequences. The teacher is inconsistent in checking for student understanding.</li> </ul>	<ul style="list-style-type: none"> <li><b>The teacher has definite behavioral expectations and communicates them clearly and consistently to the students. These expectations include cultural and language differences; the no talking rule in class includes not communicating in sign language. The teacher explains these in an age and language appropriate manner and includes visual (written, pictorial and sign picture) representations of the expectations in the classroom for all to see.</b></li> <li><b>The teacher explains to general education teacher and staff how student behavior may be impacted by language and/or cultural differences (ASL/ English, hearing/Deaf culture). Example: The student misunderstood a gesture, or spoken word. The teacher equips the staff in ways to lead students to generate appropriate alternative responses.</b></li> <li><b>When a student misbehaves, the teacher uses a variety of techniques (ex. simplifying language, using matter-of-fact language and facial expressions, writing, drawing, and acting out the behaviors and the consequences) to ensure the student fully comprehends the rule(s) that have been broken and any subsequent consequences. The teacher continues until she is sure the student comprehends.</b></li> </ul>	<ul style="list-style-type: none"> <li>The teacher serves as a facilitator as the students assist in the development of behavioral expectations for the classroom. The students share in the responsibility of communicating them to each other. The teacher excels in differentiating explanations of these in an age and language appropriate manner. The students create visual (written, pictorial and sign picture) representations of the expectations in the classroom for all to see.</li> <li>The general education teacher and staff independently recognize when the student's behavior is impacted by language and/or cultural differences (ASL/ English, hearing/Deaf culture). Example: The student misunderstood a gesture, or spoken word. The staff identifies and suggests appropriate alternative responses for students.</li> <li>In addition to accomplished, the teacher's response to misbehavior is highly effective and sensitive to students' individual needs.</li> </ul>

## 2D Observables (Possible Examples for this Component)

All Observables may not be seen during an observation

SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Uses classroom management techniques to facilitate and complete the lesson (i.e., visual and/or physical prompts needed to maintain eye contact of DHH students)					
Instructs students on the different age-appropriate social skills for interacting with DHH and hearing peers (i.e., turn-taking, sharing, eye contact, accepting feedback, compromising, etc.)					
Evaluates chronic student misbehaviors using functional assessments and/or other professionals' assistance (i.e., psychologists, counselors, occupational therapists) to determine if misbehaviors are due to hearing loss and/or language deficiencies					
Communicates regularly with other staff (i.e. general education teachers, other special education teachers, para-educators, interpreters) about student behaviors					
Uses classroom behavioral norms that include visual prompts (ex pictures or signs) that are posted and referenced during the lesson					
Instructs students on the cultural norms expected in a hearing classroom, such as raising hand before speaking/signing and not shouting out to get a hearing person's attention					
Uses appropriate body language and facial expressions when student misbehaves in order to avoid misunderstandings by student					
Collaborates with general education teacher to ensure that DHH students are held to the same level of behavior expectations as the rest of the students					
Provides consultation and/or collaborates with the general education teacher on how to handle behaviors that are related to language barriers or hearing loss					
Communicates to the general education teacher about those Deaf cultural norms that may conflict with the hearing classroom cultural norms (ex. in Deaf culture it is acceptable to bang on a table to get someone's attention, but not acceptable to hearing culture)					
Pairs DHH student with a peer who has been trained to provide visual cues (as needed) for changes in routines or schedules					
Instructs students in the role of the interpreter as facilitator of communication and helps define the boundaries of when it is appropriate to socialize with the interpreter during the school day.					

## 2D Possible Guiding Questions

- How are you proactive in preventing negative behaviors that might arise due to cultural or language differences?
- What strategies do you employ to respond to misbehavior of DHH students?

FfT Domain: Component	CEC Standards (General and DHH specific)			
<b>2E - Organizing Physical Space</b> <ul style="list-style-type: none"><li>Safety and Accessibility</li><li>Arrangement of Furniture and Use of Physical Resources</li></ul>	<ul style="list-style-type: none"><li><b>ISCI 2 S16</b> - Use universal precautions</li><li><b>ISCI 5 S7</b> - Incorporate and implement instructional and assistive technology into the educational program</li><li><b>DHH 2 S4</b> - Manage assistive technology for individuals who are deaf or hard of hearing.</li><li><b>DHH 2 S5</b> - Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.</li></ul>			
2E Kentucky Framework for Teaching Performance Indicators				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"><li>The physical environment is unsafe, or many students don't have access to learning resources.</li><li>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</li></ul>	<ul style="list-style-type: none"><li>The classroom is safe, and essential learning is accessible to most students.</li><li>The teacher's use of physical resources, including computer technology, is moderately effective.</li><li>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</li></ul>	<ul style="list-style-type: none"><li><b>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</b></li><li><b>Teacher makes effective use of physical resources, including computer technology.</b></li></ul>	<ul style="list-style-type: none"><li>The classroom is safe, and learning is accessible to all students, including those with special needs.</li><li>Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities.</li><li>Students contribute to the use or adaptation of the physical environment to advance learning.</li></ul>	

## 2E DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher stands in front of brightly lit windows, minimizing access to signs and/ or speechreading. The classroom is set up in rows and the teacher moves around the classroom, forcing students to turn in their seats and miss visual cues. No attempts are made to minimize competing noise or visual distractions (lights, air conditioner, fans, hallway noise, and/or conversations). Assistive listening devices are available, but not utilized.</li> <li>The teacher does not make any suggestions to the general education teacher regarding appropriate visual and/or auditory classroom adjustments, nor make suggestions beyond the basic Specially Designed Instruction.</li> <li>There is no evidence of any special considerations for DHH students in emergency situations. The teacher does not demonstrate awareness of appropriate local safety procedures.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher stands in front of students while providing most of the instruction. The teacher repeats student comments and questions. Some attempts are made to minimize competing noise or visual distractions (lights, air conditioner, fans, hallway noise, and/or conversations). Assistive listening equipment is used most of the time.</li> <li>The teacher makes limited suggestions regarding general education classroom accommodations (such as reducing extraneous competing noises), reflecting a limited repertoire of visual and auditory adjustments to meet student needs. The teacher recommends to the general education teacher that the DHH student should sit at the front of the class without consideration for the varied learning environments.</li> <li>The teacher follows local emergency procedures and ensures student safety by assigning specific staff to be with the DHH students.</li> </ul>	<ul style="list-style-type: none"> <li><b>Tables and desks are set up to maximize visual and auditory access to the teacher and peers (for example, desks are in a U- shape). Assistive listening devices are used regularly and students are encouraged to take responsibility for their own listening environment. Accommodations have been made, where possible, to reduce competing noises (doors are closed, tennis balls on chair legs, use of carpets, increased distance between student and competing noise...) and visual distractions (glare, flickering lights, open doorways). The teacher is positioned so that auditory input is directly provided to the student's amplified or implanted side. The teacher ensures line-of-sight between teacher, interpreter, and student.</b></li> <li><b>The teacher collaborates with the general education teachers to analyze and adjust the classroom environment to maximize acoustic and visual access for the student (only one speaker at a time rule, sharing the FM microphone, reducing extraneous competing noises, appropriate lighting, flexible seating). The teacher collaborates with general education teacher to determine the most appropriate seating for the DHH student in order to optimize auditory and visual access.</b></li> <li><b>The teacher proactively provides information and resources to building administrators about alerting systems</b></li> </ul>	<ul style="list-style-type: none"> <li>In addition to Accomplished, the students take the initiative to modify the environment for visual and/or auditory access. The teacher meets with administrators to create workspace accommodations which will increase student access. The teacher works to modify the physical workspace according to activity and communication access needs.</li> <li>The teacher, in collaboration with general education teachers, works with administrators to ensure visual and auditory access in multiple school environments (multiple classrooms, gym, auditorium, off site experiences, work sites, technology education classes, vocational-technical schools, music class). The students take the initiative to adjust the environment to meet their visual and auditory needs (move so they can see the interpreter or teacher, request transcripts for uncaptioned media, ask for alternative seating away from HVAC, close the door to limit hallway noise and distractions).</li> <li>The teacher works with local administrators to ensure the implementation of system- wide procedures focused on safety and accessibility for DHH students, and for contacting parents who are deaf or hard of hearing in emergency situations. The students are aware of the procedures and advocate for their own needs.</li> </ul>

		for DHH students, and about overall accessibility for emergency procedures. The teacher discusses procedures specifically with DHH students, providing multiple strategies for communication during emergencies.	
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### 2E Observables (Possible Examples for this Component)

All Observables may not be seen during an observation      SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Aligns classroom tables and desks to ensure a clear line of sight crucial for communication					
Ensures preferential seating is afforded to student, whether it is close to the front of the class, near teacher, away from environmental noise, or underneath the soundfield speaker					
Works with general education teachers and administrators to analyze classrooms in relation to environmental noise in order to determine student placement that optimizes student learning (for example, an English Language Arts class held next to the music room may not be the best placement for a student who is DHH)					
Eliminates visual distractions (closing doors and blinds, replacing flickering lights, etc.)					
Provides consultation to general education teachers on how physical classroom elements impact DHH students					
Guides students to identify and adapt for environmental barriers in the classroom					
Ensures that visual representation of content material is easily visible to the students (posters, reference charts, etc.)					
Utilizes noise reduction techniques such as putting stoppers on the bottom of desks and chairs					
Consults with general education teachers to discuss storage, maintenance, and daily distribution of amplification equipment (FM Systems)					
Trains general education teacher to assess and customize preferential seating to learning environment changes					
Demonstrates to general education teacher the impact of glare and environmental noise and works to decrease such distractions					
Explains and demonstrates use of audio cords and splitters with FM Systems and various classroom technology, such as computers, keyboards in music class, CD players, etc.					
Assesses placement and sound quality of soundfield systems prior to the school year					
Ensures that each classroom, restroom and other key areas of the building are equipped with fire alarms with attached flashing strobe lights.					
Consults with Professional Peers regarding classroom environments (ie: reducing background noise, awareness of visual communication needs of student, preferential seating with direct sightline to sound source, etc.)					

### 2E Possible Guiding Questions

- How do you organize your physical space or encourage general educators to organize physical space to maximize visual and auditory access to instruction and peers?

***Domain 1***  
***Planning & Preparation***

***Domain 4***  
***Professional***  
***Responsibilities***



***Domain 2***  
***Classroom***  
***Environment***

***Domain 3***  
***Instruction***



FfT Domain: Component	CEC Standards (General and DHH specific)			
<b>Domain 3A - Communicating with students</b>  <ul style="list-style-type: none"><li>• Expectations for Learning</li><li>• Directions and Procedures</li><li>• Explanation of Content</li><li>• Use of Oral and Written Language</li></ul>	<ul style="list-style-type: none"><li>• <b>ISCI 5 S20</b> - Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language</li><li>• <b>ISCI 6 S8</b> - Use verbal, nonverbal, and written language effectively</li><li>• <b>DHH 5 S1</b>- Apply strategies to facilitate cognitive and communicative development</li><li>• <b>DHH 5 S2</b>- Implement strategies for stimulating and using residual hearing</li><li>• <b>DHH 5 S3</b>- Facilitate independent communication in all contexts</li><li>• <b>DHH 5 S4</b>- Implement strategies for developing spoken language in orally communicating individuals with exceptional learning needs and sign language proficiency in signing individuals with exceptional learning needs</li><li>• <b>DHH 6 S1</b> - Communicate proficiently in spoken language or the sign language indigenous to the deaf community</li></ul>			
3A Kentucky Framework for Teaching Performance Indicators				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"><li>• The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</li><li>• The teacher’s explanation of the content contains major errors.</li><li>• The teacher’s spoken or written language contains errors.</li><li>• The teacher’s spoken or written language contains errors of grammar or syntax</li><li>• The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</li></ul>	<ul style="list-style-type: none"><li>• The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</li><li>• The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</li><li>• The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.</li><li>• Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</li></ul>	<ul style="list-style-type: none"><li>• <b>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.</b></li><li>• <b>Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experiences.</b></li><li>• <b>During the explanation of content, the teacher invites student intellectual engagement.</b></li><li>• <b>Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.</b></li></ul>	<ul style="list-style-type: none"><li>• The teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding.</li><li>• The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest.</li><li>• Students contribute to extending the content and help explain concepts to their classmates.</li><li>• The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</li></ul>	

### 3A DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher is unable to provide strategies for the general educator to make communication with the student more effective.</li> <li>The teacher does not use opportunities to expand English vocabulary by recognizing one sign can represent multiple English words, and multiple signs can represent one English word. The teacher does not pair fingerspelling with new vocabulary.</li> <li>The teacher's sign language contains multiple errors (production, fluency, vocabulary, grammar) which negatively impacts student comprehension of directions and/or content. The teacher has difficulty understanding students' sign communication.</li> <li>The teacher does not have students attempt pronunciation of new vocabulary.</li> <li>The teacher does not have the communication skills needed to provide effective instruction in the student's mode of communication.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides limited general strategies for the general educator to make communication with student more effective (use of visual aids, repetition, pointing...).</li> <li>The teacher inconsistently uses opportunities to expand English vocabulary by recognizing one sign can represent multiple English words, and multiple signs can represent one English word. The teacher rarely pairs fingerspelling with new vocabulary.</li> <li>The teacher's sign language is generally conceptually accurate, but contains errors which may create confusion on the part of the student. Multiple repetitions are needed for clarification. The teacher usually understands students' sign communication.</li> <li>The teacher repeats words and/or phrases to help hear/see missing words and sounds while communicating in the student's language preference/mode of communication.</li> <li>The teacher demonstrates adequate sign language skills for basic interpersonal communication, but struggles with cognitive academic language proficiency. This results in the teacher using a lower level of language than is appropriate for the student; The teacher does not seek out resources to improve skills.</li> </ul>	<ul style="list-style-type: none"> <li><b>The teacher provides multiple specific strategies for the general educator to make communication with student more effective (use of the interpreter, visual schedules, written directions, use of a note taker, how to check for understanding, using equipment in small groups, rephrasing instead of repetition).</b></li> <li><b>The teacher uses opportunities to expand English vocabulary by recognizing and modeling how one sign can represent multiple English words, and multiple signs can represent one English word.</b> The teacher frequently pairs fingerspelling with new vocabulary.</li> <li><b>The teacher's sign language is conceptually accurate and generally error free.</b> The teacher demonstrates the ability to adapt communication to the needs and preferences of individual students. The teacher understands and can properly correct students' sign production.</li> <li><b>The teacher uses acoustical highlighting, visual phonics, and/or paraphrasing to help hear/ see missing words and sounds while communicating in the student's language preference/mode of communication.</b></li> <li><b>The teacher frequently utilizes several resources to research signs in order to ensure accuracy (online tools, books, computer apps, skilled interpreters and teachers, advanced workshops and courses).</b></li> </ul>	<ul style="list-style-type: none"> <li>The student self advocates for learning and communication needs to peers and teachers. The teacher suggests new strategies to utilize in unique situations.</li> <li>The students demonstrate awareness of multiple meanings and/or sign representations by asking questions, making comments about vocabulary terms, and/or when editing written language.</li> <li>The teacher's sign language is conceptually accurate and error free. The teacher understands students' sign production and uses opportunities to enrich and expand students' sign skills. The teacher is a resource for others.</li> <li>In addition to Accomplished, there is evidence that the student applies strategies learned to acquire new vocabulary. The teacher demonstrates strategies learned for pronunciation or attempted pronunciation, e.g. Visual Phonics.</li> <li>The teacher takes the initiative to continually improve sign skills. The teacher invites a peer who is fluent in sign language to observe and provide feedback on vocabulary choices, sign space, sign production, conceptual accuracy, non-manual markers, use of classifiers, etc. The teacher utilizes the feedback to improve sign language skills which impacts the ability to communicate effectively with students.</li> </ul>

### 3A Observables (Possible Examples for this Component)

All Observables may not be seen during an observation

SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Uses effective speaking techniques that assist visual and auditory clarity: Makes eye contact, faces listener, and decreases distance to listener					
Gains attention prior to presenting key information and monitors students' attention to task throughout the lesson.					
Uses appropriate amplification systems to assist auditory clarity					
Uses appropriate communication accommodations during instruction: closed captioning, note-taker, use of sign language interpreter					
Models appropriate voicing, grammar, and pronunciation					
Checks frequently for comprehension					
Awareness of individual student hearing losses and their impact on receptive comprehension and self-advocacy in a classroom					
Demonstrates knowledge of language development of DHH students and modifies communication to fit students' language levels					
Uses expansion techniques to explain concepts to build students' schema: pre-teaching vocabulary, connecting to life experiences, etc					
Student's IEP reflects parent's communication preference for the student.					
Provides visual supports (signs, gestures, assignments/ key vocabulary written on the board) to assist instruction					
Trains classroom teachers on listening strategies and monitoring/use of amplification equipment					
Paraphrase and rephrase learning expectations, directions, and instruction					
Is a competent user of the various communication modes used by students served (ex. ASL, Signed English, spoken English, cued speech)					

### 3A Possible Guiding Questions

- How do you ensure effective teacher/student and student/student communication when you have a variety of language levels, communication modes and abilities in one group?
- How do you ensure communication access for DHH students in the general education setting?
- What are your strengths for communicating with DHH students? What are your weaknesses for communicating with DHH students?

FfT Domain: Component	CEC Standards (General and DHH specific)			
<b>Domain 3B - Questioning and Discussion Techniques</b>  • Quality of Questions/Prompts • Discussion Techniques • Student Participation	<ul style="list-style-type: none"><li>• <b>ISCI 5 S19</b> - Use strategies to support and enhance communication skills of individuals with exceptionalities</li><li>• <b>DHH 5 S3</b> - Facilitate independent communication in all contexts</li><li>• <b>DHH 5 S5</b> - Use specialized technologies, resources, and instructional strategies unique to individuals with exceptional learning needs who are deaf or hard of hearing</li><li>• <b>DHH 5 S6</b> - Develop successful inclusion experiences</li><li>• <b>DHH 5 S9</b> - Apply first and second language teaching strategies to the instruction of the individual</li></ul>			
3B Kentucky Framework for Teaching Performance Indicators				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"><li>• Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</li><li>• Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</li><li>• A few students dominate the discussion.</li></ul>	<ul style="list-style-type: none"><li>• Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</li><li>• Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</li><li>• Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</li></ul>	<ul style="list-style-type: none"><li>• <b>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</b></li><li>• <b>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</b></li><li>• <b>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</b></li></ul>	<ul style="list-style-type: none"><li>• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</li><li>• Students formulate many questions, initiate topics, and make unsolicited contributions.</li><li>• Students themselves ensure that all voices are heard in the discussion.</li></ul>	

### 3B DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher's questions are limited to simple structures and factual details. The teacher assumes that the reading and vocabulary levels of the DHH students represents their cognitive levels. No instruction in the development of questioning is provided.</li> <li>The teacher is unaware when communication breaks down. The teacher demonstrates limited strategies to resolve the problem(s).</li> <li>The teacher is unable to instruct students on effective discussion practices that lead to classroom participation.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides explicit direct instruction to DHH students in the construction of questions, but limits instruction to factually based questions and simple question forms. The teacher inconsistently uses higher order forms of questions during class.</li> <li>The teacher recognizes when a communication breakdown has occurred and intervenes to explain/rephrase concepts in the student's primary language/mode of communication. Teacher is not proactive in communication repair instruction.</li> <li>The teacher provides instruction on some effective discussion practices (gaining attention before speaking, eye contact, turn taking) with some classroom participation.</li> </ul>	<ul style="list-style-type: none"> <li><b>In order to increase student participation in class discussions, the teacher provides explicit direct instruction to DHH students in the construction of higher level questions and how to build on another student's response.</b> The teacher <b>challenges students with higher level questions regardless of age, language or literacy levels.</b></li> <li><b>The teacher instructs and prompts the student regarding strategies for communication repair (act out, point, sign/spell, add clarification, repetition, emphasize and /or repeat key words, alternate words, add background context, draw/write, rephrase, visual speech model...).</b></li> <li><b>The teacher instructs students on multiple effective discussion practices (gaining attention before speaking, eye contact, turn taking, clear signing or speaking skills, appropriately arranged seating for optimal sightline) with classroom participation.</b></li> </ul>	<ul style="list-style-type: none"> <li>All students contribute to discussions by posing higher order thinking questions which could have multiple correct answers, no correct answer, or ideas that stretch classmates' understanding of concepts; they are of a creative or philosophical nature. As a result of explicit instruction, the teacher's contributions move student discussions to higher levels.</li> <li>In addition to accomplished, the student monitors own communication and attempts to make repair communication independently. The student seeks out the teacher as a resource when assistance is needed.</li> <li>The teacher incorporates communication practices that ensure the contribution of all students in classroom discussions while demonstrating sensitivity to the communication needs of all classmates. Teacher will interject in discussions modeling effective communication practices as needed.</li> </ul>

### 3B Observables (Possible Examples for this Component)

All Observables may not be seen during an observation

SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Gains student's attention prior to asking questions and monitors students' attention to task throughout the lesson					
Adapts questioning techniques to match the child's language ability level					
Adapts questioning techniques to match the child's conceptual level (concrete to abstract).					
Adapts questions to each student's primary mode of communication					
Uses visual cues (signs, gestures, pictures, objects, etc.) or prompts to guide student's understanding of questions					
Uses visual cues to guide expansion of student answers					
Uses wait time to allow for student to process language before responding					
Provides non-examples when asking questions to assist in student comprehension					
Repeats responses by other students during discussion					
Rephrases question or discussion points to ensure student comprehension					
Uses good seating arrangements during small and large group discussions to allow access visual sightline of all discussion participants and/or interpreter					
Prompts attention to, or provides a visual cue that students may hold when answering questions, so that a DHH student knows who to focus attention on in discussions					
Guides effective turn taking to ensure clear communication in discussions					
Provides models, direct instruction, and practice in answering questions					
Provides models, direct instruction, and practice in discussion skills					
Encourages good communication practices, such as eye contact, turning taking, and clear signing skills or clear speaking voice					
Provides consultation to other teachers and paraprofessionals on effective DHH questioning and discussion techniques					
Provides consultation to other teachers and paraprofessionals regarding classroom acoustics and listening					

### 3B Possible Guiding Questions

- What techniques or strategies do you employ to allow questioning and discussion to be accessible to DHH students of all language levels to deepen student understanding of content?
- What techniques or strategies do you teach to ensure that DHH students are actively involved in class or group discussions that deepen and extend their understanding of content?

FfT Domain: Component	CEC Standards (General and DHH specific)			
<b>Domain 3C - Engaging Students in Learning</b>  • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing	<ul style="list-style-type: none"><li>• <b>ISCI 5 S1</b> - Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members</li><li>• <b>ISCI 5 S15</b> - Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities</li><li>• <b>ISCI 5 S16</b> - Use strategies to facilitate maintenance and generalization of skills across learning environments</li><li>• <b>DHH 2 S1</b> - Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing</li><li>• <b>DHH 2 S4</b> - Manage assistive technology for individuals who are deaf or hard of hearing</li><li>• <b>DHH 5 K1</b> - Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing</li><li>• <b>DHH 5 S1</b> - Apply strategies to facilitate cognitive and communicative development</li><li>• <b>DHH 5 S3</b> - Facilitate independent communication in all contexts</li><li>• <b>DHH 5 S5</b> - Use specialized technologies, resources, and instructional strategies unique to individuals with exceptional learning needs who are deaf or hard of hearing</li><li>• <b>DHH 5 S8</b> - Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the deaf community</li><li>• <b>DHH 5 S9</b> - Apply first and second language teaching strategies to the instruction of the individual</li><li>• <b>DHH 5 S10</b> - Provide balance among explicit instruction, guided instruction, peer learning, and reflection</li></ul>			
3C Kentucky Framework for Teaching Performance Indicators				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"><li>• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</li><li>• The pace of the lesson is too slow or too rushed.</li><li>• Few students are intellectually engaged or interested.</li></ul>	<ul style="list-style-type: none"><li>• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</li><li>• The pacing of the lesson may not provide students the time needed to be intellectually engaged.</li></ul>	<ul style="list-style-type: none"><li>• <b>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</b></li><li>• <b>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</b></li></ul>	<ul style="list-style-type: none"><li>• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</li><li>• In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</li><li>• The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</li><li>• Students may have some choice in how they complete tasks and may serve as resources for one another.</li></ul>	

### 3C DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher has no planned instruction to engage the students and instead depends upon whatever the teacher brings to the session. The teacher chats informally with students during the entire class time.</li> <li>The teacher does not assemble students to address specific learning and social needs. DHH Students are grouped without deliberation.</li> <li>The teacher instructs using very few resources (i.e., textbooks, worksheets, paper-pencil tasks) with little to no visual media/supports and or limited language connections to increase students' understanding of content.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a lesson planned according to the student's IEP goals and/or KCAS, but runs out of time to complete activities, ignores planned instruction to review desired content (not identified on the IEP), and/or finishes early without a plan.</li> <li>The teacher assembles students based on one of the following criteria: communication mode, hearing access, language, or literacy level. The teacher may group students by literacy level and uses the same grouping during math instruction. There is little fluidity in her groupings.</li> <li>The teacher instructs using some resources, visual media/supports and/or models to increase students' understanding of content and to connect to some language experiences of the students.</li> </ul>	<ul style="list-style-type: none"> <li><b>The teacher has a well designed lesson planned according to the student's IEP goals and/or KCAS, that include activities and instructional materials differentiated for that student. Students choose from a list of teacher-arranged activities for the lesson. The pacing of the lesson is appropriate, providing the student the time needed to be intellectually engaged.</b></li> <li><b>The teacher consistently and deliberately assembles students to maximize learning and social interactions. The teacher looks at the goals of her lesson and varies her grouping accordingly. For example, she may group her oral students together for phonics lessons then regroup by literacy level for guided reading lessons.</b></li> <li><b>The teacher instructs using several kinds of resources, visual media/supports, models, manipulatives and hands-on learning activities that increase understanding of content and connect to the language experiences of the students.</b></li> </ul>	<ul style="list-style-type: none"> <li>In addition to a well designed lesson, the students and teacher collaborate to prioritize instruction and activities based upon IEP goals and/or KCAS. The content, rigor, and pacing of the lesson maximizes student engagement.</li> <li>The students take the initiative to suggest interaction strategies based on communication or other preferences. For example, when doing a presentation, the students may suggest grouping by communication mode so their presentation can be smooth.</li> <li>The teacher instructs using a wide variety of resources, visual media/supports, models, manipulatives and hands-on activities that incorporate technology and include the diverse language needs and experiences of the students. The teacher adapts materials as needed. In addition, students have opportunities to choose models, visual media/supports, etc., that will increase their own understanding of content.</li> </ul>



### 3C Observables (Possible Examples for this Component)

All Observables may not be seen during an observation

SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Give DHH students a choice menu of activities that focus on targeted IEP goal and benchmarks or content.					
Uses materials, curricula and resources designed for use with students who are deaf and hard of hearing					
Collaborates with general education teacher in implementing appropriate grouping with DHH and general education students					
Finds opportunities for DHH students to collaborate with similar aged DHH peers (ex. Teacher uses Skype to connect DHH 5th grade student learning about the 13 colonies with another DHH student in the state or at the school for the deaf who is learning the same content to have a discussion.)					
Has input into the general education classroom placement to ensure that the DHH student's needs are met, that the student is challenged, and that the student is not viewed in a handicapping light by the teacher or other students					
Provides differentiation of content and materials (visual supports, auditory supports, communication supports)					
Coaches the student through the critical thinking process, engaging the DHH student at their cognitive level					
Facilitates engagement with DHH student and hearing peers in activities such as working together, peer reviews, group interviews, group brainstorming					
Maximizes use of visual media/supports, manipulatives, models, and hands-on learning to increase understanding and to create language and experience connections					
Incorporates active turn taking, using visual prompts to cue and guide peer communication, to promote active participation					
Adapts materials to match DHH student's language/reading level					
Uses location proximity, facial expression, and body language to promote participation					
Demonstrates awareness of culturally appropriate means of gaining attention (tapping, etc)					
Repeats/rephrases directions, questions, and/or instruction to increase understanding					
Groups DHH students in various ways (i.e. by communication mode, grade level, ability level, etc)					
Conducts daily listening checks with personal amplification devices and FM Systems to ensure they are in good working order and that students have aural access to information					
Employs a variety of questioning techniques to engage DHH student responses and using ongoing questioning to ensure student participation and understanding					

### 3C Possible Guiding Questions

- How do you use flexible and diverse groupings to support student learning and enhance social interaction in daily instruction?
- What are the primary resources you use to support differentiated learning? What new resource have you incorporated this school year? What level of effectiveness did the new resource provide?

FfT Domain: Component	CEC Standards (General and DHH specific)			
<b>Domain 3D - Using Assessment in Instruction</b>  <ul style="list-style-type: none"><li>Assessment Criteria</li><li>Monitoring of Student Learning</li><li>Feedback to Students</li><li>Student Self-Assessment and Monitoring of Progress</li></ul>	<ul style="list-style-type: none"><li><b>ISCI 4 S2</b> - Administer nonbiased formal and informal assessment</li><li><b>ISCI 4 S3</b> - Use technology to conduct assessments</li><li><b>ISCI 4 S8</b> - Evaluate instruction and monitor progress of individuals with exceptionalities</li><li><b>ISCI 5 S14</b> - Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs</li><li><b>DHH 4 S1</b> - Administer assessment tools using the individuals with exceptional learning needs preferred mode and language of communication</li><li><b>DHH 4 S2</b> - Develop specialized assessment procedures that allow for alternative forms of expression</li><li><b>DHH 4 S3</b> - Collect and analyze spoken, signed, or written communication samples</li></ul>			
3D Kentucky Framework for Teaching Performance Indicators				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"><li>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</li><li>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</li></ul>	<ul style="list-style-type: none"><li>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</li><li>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</li><li>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</li></ul>	<ul style="list-style-type: none"><li><b>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</b></li><li><b>Students appear to be aware of the assessment criteria; some of them engage in self-assessment</b></li><li><b>Questions, prompts, assessments are used to diagnose evidence of learning.</b></li></ul>	<ul style="list-style-type: none"><li>Assessment is fully integrated into instruction through extensive use of formative assessment.</li><li>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria</li><li>Students self-assess and monitor their progress.</li><li>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</li><li>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</li></ul>	

### 3D DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher assesses the student with summative assessments only prior to the IEP meeting to provide information for the Present Levels of Educational Performance. The teacher does not use assessments to guide ongoing instruction.</li> <li>The teacher is unaware of the language differences between ASL and written English and is unable to assess and/or provide direct instruction to remediate errors.</li> <li>The teacher does not provide accommodations or modifications to assessments and does not adjust for the student's language level, preferred mode of communication, and independent reading level. Teacher does not provide alternate means for student to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher occasionally assesses student progress on IEP goals and/or KCAS content including progress monitoring and a limited use of formative and summative assessments. The teacher attempts to use assessments to guide ongoing instruction.</li> <li>Based on infrequent and inconsistent assessments of student work, the teacher identifies some student errors and provides limited direct instruction on how to translate ASL concepts/features into written English.</li> <li>The teacher provides some accommodations and modifications to assessments but is limited in the ability to adjust for the student's language level, preferred mode of communication, and independent reading level. The teacher may adjust for one area but not all. The teacher is inconsistent in using alternate means to assess student's knowledge of content, such as allowing the student to respond verbally or in sign language.</li> </ul>	<ul style="list-style-type: none"> <li><b>The teacher regularly assesses student progress on IEP goals and/or KCAS content through progress monitoring and a variety of formative and summative assessments at various depth of knowledge levels. The teacher regularly conferences with students to discuss progress and provide feedback.</b></li> <li><b>Based on an ongoing variety of assessments of student work, the teacher provides direct instruction on how to translate ASL concepts/features into written English.</b></li> <li><b>The teacher provides the appropriate accommodations and modifications to all assessments adjusting for the student's language level, preferred mode of communication, and independent reading level. The teacher uses alternate means to assess students' knowledge of content, such as allowing the student to respond verbally or in sign language. Students appear to be aware of strategies to request appropriate accommodations or modifications for learning; some of them request accommodations.</b></li> </ul>	<ul style="list-style-type: none"> <li>The students assess their own progress on IEP goals and/or KCAS content to understand themselves as learners and record their own progress data regularly. The teacher collaborates with students to use this progress data to drive instruction and maintain rigorous objectives.</li> <li>When assessing their own work, the students generate specific questions about the content, offer feedback to other students, or edit their work in relation to translating ASL concepts/features into written English.</li> <li>The teacher equips students with strategies to request appropriate accommodations or modifications for assessments.</li> </ul>

### 3D Observables (Possible Examples for this Component)

All Observables may not be seen during an observation

SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Uses a variety of assessment methods that allow for alternate methods of response, including student's preferred mode of communication					
Presents assessments on student's language level and adapts written assignments to student's reading level					
Ensures student receives appropriate accommodations consistently in all assessments throughout the school year					
Discusses IEP goals, benchmarks, and objectives with students and uses progress monitoring to monitor understanding and to guide instruction					
Provides individual and systematic feedback using the student's primary mode of communication					
Checks frequently for comprehension via various formative assessments or questioning techniques					
Uses specific questioning techniques, adapted for student's language level, to elicit evidence of student understanding					
Uses assessment data to determine a student's Present Levels of Performance					
Takes anecdotal notes to support assessment scores and provides additional information related to instruction and assessment that may not be reflected in the assessment tool					
Uses data from Functional Listening Evaluation and audiological assessments to inform instruction					

### 3D Possible Guiding Questions

- How do you use formative and summative assessments to guide instruction for your DHH students?
- How do you use formative and summative assessments for IEP monitoring and to determine Present Levels of Educational Performance?
- How do you engage students in self-assessment and monitoring of their own progress?

FfT Domain: Component	CEC Standards (General and DHH specific)			
<b>Domain 3E - Demonstrating Flexibility and Responsiveness</b>  • Lesson Adjustment • Response to Students • Persistence	<ul style="list-style-type: none"><li>• <b>ISCI 2 S6</b> - Use performance data and information from all stakeholders to make or suggest modifications in learning environments</li><li>• <b>ISCI 4 S4</b> - Develop or modify individualized assessment strategies.</li><li>• <b>ISCI 4 S5</b> - Interpret information from formal and informal assessments.</li><li>• <b>ISCI 5 S11</b> - Make responsive adjustments to instruction based on continual observations.</li><li>• <b>ISCI 5 S21</b> - Modify instructional practices in response to ongoing assessment data.</li> <li>• <b>DHH 2 S2</b> - Provide access to incidental language experiences</li><li>• <b>DHH 3 S2</b> - Integrate language instruction into academic areas</li><li>• <b>DHH 4 S2</b> - Develop specialized assessment procedures that allow for alternative forms of expression</li><li>• <b>DHH 5 K1</b> - Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing</li><li>• <b>DHH 5 S10</b> - Provide balance among explicit instruction, guided instruction, peer learning, and reflection</li></ul>			
3E Kentucky Framework for Teaching Performance Indicators				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"><li>• Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</li><li>• Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</li></ul>	<ul style="list-style-type: none"><li>• Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</li><li>• Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</li></ul>	<ul style="list-style-type: none"><li>• <b>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</b></li><li>• <b>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</b></li></ul>	<ul style="list-style-type: none"><li>• Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</li><li>• Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</li></ul>	

### 3E DHH Special Considerations (Possible Examples)

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The teacher makes little or no effort to adjust instruction to support students' learning needs and interests, despite evidence of a lack of student understanding or interests.</li> <li>The teacher follows lesson plans regardless of student responses/achievement, misses teachable moments, and makes limited connections to prior learning. The teacher does not routinely reflect on how the teaching correlates with meeting IEP goals of the student. The teacher engages in social conversation at the expense of meaningful instructional time.</li> <li>The teacher makes little distinction between the language and literacy needs of DHH students from those students in general education. The teacher only employs strategies and materials used with students in general education.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a limited knowledge of approaches to support students when they have difficulty learning and to accommodate student questions and interests. The teacher persists with one or two strategies, despite the student's lack of understanding.</li> <li>The teacher inconsistently capitalizes on teachable moments that build incidental learning. The teacher lacks consistency with filling gaps in the background knowledge of students (ex. by expanding vocabulary, connecting with prior understandings and real world applications). At times, the teacher does not use instructional time wisely and is off task. The teacher's lessons sometimes correlate to the student's IEP goals.</li> <li>The teacher recognizes that DHH students may need additional strategies to address their language and literacy needs, but inconsistently demonstrates strategies such as helping student retain and expand vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><b>The teacher utilizes technology (amplification, images, ASL videos, videos with captioning, text, highlighting, Skype, web based tools) and other approaches to support students when they have difficulty learning and to accommodate student questions and interests. The teacher proceeds only when there is evidence of comprehension by the student.</b></li> <li><b>The teacher consistently discerns and capitalizes on teachable moments to make a substantive contribution to the student's learning and expansion of a concept. The teacher consistently provides students with information to make personal and prior experience connections to concepts and content ("remember when ...", referring back to classroom posters, using visual supports/pictures...) The teacher's lesson consistently focuses on the student's IEP goals.</b></li> <li><b>The teacher has a strong grasp of the spoken, written, and/or signed vocabulary needs of their DHH students and consistently employs a variety of literacy strategies and materials designed specifically for teaching DHH students.</b></li> </ul>	<ul style="list-style-type: none"> <li>The teacher persists in utilizing innovative instructional strategies including a wide range of technology (amplification, images, ASL videos, videos with captioning, text, highlighting, web based tools, Skype), school-based and community resources (DHH role models, SERCD outreach consultants, Office of Vocational Rehabilitation, Kentucky Commission for the Deaf and Hard of Hearing) to individualize instruction and support DHH students.</li> <li>The teacher demonstrates flexibility and effective instruction by seizing the opportunity to build language, vocabulary, concepts and/or background knowledge based on the student's questions, ideas or interests. The teacher uses language expansion, acting out, visual supports (images, videos, concept mapping, pairing ASL with text/images, visual phonics...). The student is knowledgeable about the IEP goals and how each lesson is focused upon these goals.</li> <li>The teacher engages students in the selection of The students are actively involved in identifying the specific literacy strategies and materials necessary to meet their individual language and literacy needs. The students identify vocabulary or concepts and seek out services for additional support/focus: tutoring, interpreting, speech.</li> </ul>

### 3E Observables (Possible Examples for this Component)

All Observables may not be seen during an observation

SETTING: I = individual resource, C = co-teaching, G = group resource, S = self contained, D = D/HH school

Observables	I	C	G	S	D
Capitalizes on any teachable moment in order to build incidental learning and to strengthen the knowledge base of the DHH student, even if it means veering off topic					
Recognizes when student is not understanding the content or the message being delivered and adapts communication accordingly, via rephrasing, paraphrasing, using visual supports, etc					
Suspends a regular lesson until sure that the student comprehends material or to connect to student experiences					
Connects concepts to student's prior experiences					
Pre-teaches/reteaches content vocabulary in multiple ways until mastered					
Utilizes a variety of instructional strategies and materials designed for students who are deaf and hard of hearing that meet their unique language and literacy needs					
Reviews student performance and teacher presentation methods to determine need for new presentation styles or re-teaching					
Uses varying degrees of wait time that respect individual student needs					
Demonstrates awareness that deaf/hard of hearing students may experience "listening fatigue" of eye muscles during the day and arranges activities accordingly					
Provides extended time (when necessary) for linguistic and vocabulary processing and, as a result, task/test completion					
Uses technology when a student does not understand a concept or vocabulary being used					
Adjusts educational setting and teaching arrangement if personal amplification devices or FM systems are determined to not be working correctly					
Demonstrates awareness of the school environment and plans and adjusts (as settings temporarily change) instruction around acoustic barriers					
Demonstrates awareness of possible fluctuations in hearing in all populations of students and collaborates with regular education teachers on how to accommodate student hearing loss during mainstream instruction. (Ex. A conductive loss caused by an ear infection or fluid)					
Revises student goals/IEP to better meet student needs based on regression or progression of developing skills					
Adapts instruction to include full implementation of accommodations listed on student IEPs					

### 3E Possible Guiding Questions

- How do you capitalize on teachable moments for language learning with your DHH students?
- What adjustments were made in your lesson to meet the needs of students or interests in the content being taught?